



WASHINGTON STATE COURT INTERPRETER PROGRAM

OVERVIEW

INTERPRETER CERTIFICATION ORAL EXAM

for

TEST CANDIDATES

Presented by
Washington Court Interpreter Program
and
Consortium for State Court Interpreter Certification

1. Introduction

This document is to help people aspiring to become certified court interpreters understand what the oral examination measures, how it is administered and scored, and how to prepare for taking the examination. Each examinee should study this overview thoroughly in order to be fully prepared for the oral performance examination.

The oral examination is only one part of the process for becoming an approved or certified court interpreter. You must have passed the written examination to be eligible to participate in the oral examination. Passing the oral test will demonstrate that you are considered minimally competent to interpret for the Washington State court system.

2. Background

Court interpreting is a sophisticated and demanding profession that requires much more than being bilingual. One must possess high levels of knowledge and fluency in English and the target (non-English) language, a level generally equivalent to that of an educated native speaker of the language. Court interpreters must also possess specialized cognitive and motor skills, have a firm understanding of court procedure and basic justice system concepts and terminology, and be thoroughly familiar with requirements of the Code of Professional Responsibility for Interpreters in the Judiciary.

Court interpreters play a vital role in court proceedings that involve non-English speaking individuals as litigants or witnesses. The Code of Professional Conduct for Court Interpreters (General Rule 11.1) describes the expectations of the judiciary with respect to what court interpreters must know and be able to do during interpreted proceedings.

It is important that judges have timely access to *appropriately qualified* interpreters to assist them in conducting court proceedings involving individuals who do not speak English, or who have a limited ability to speak English. The objectives of the Court Interpreter Testing and Certification Program, therefore, are:

- to identify individuals who possess the required knowledge and skills; and,
- to expand the pool of qualified interpreters available to assist the court in the conduct of interpreted proceedings.

3. Exam objectives, design, and structure

Oral performance examinations are tests designed to determine whether candidates possess the minimum levels of language knowledge and interpreting skills required to perform competently during court proceedings. The tests are substantially similar in structure and content to tests that have been developed by the federal courts. The tests are designed and developed by consultants who have extensive knowledge of courts and court proceedings, the job requirements for court interpreters, and/or advanced training or high levels of fluency in English and non-English languages.

These experts may include federally certified court interpreters, judges and lawyers, scholars, and/or legal professionals.

4. What does the exam measure?

The test measures language knowledge and fluency in both languages and the ability to successfully render meaning from target to source language in each of the three *modes* of interpreting that are required of court interpreters. The three modes of interpreting include:

- simultaneous interpreting;
- consecutive interpreting;
- sight translation of documents.

In short, the test measures what a court interpreter should and must be able to do to meet minimum professional requirements.¹ In all three modes of interpreting, the interpreter must demonstrate the following abilities:

- Ability to speak the target language and English fluently and without hesitation;
- Ability to transfer all meaning faithfully from the source language to the target language while interpreting in both the consecutive and simultaneous modes, and while sight translating documents;
- Ability to pronounce the target language and English in a way that does not systematically interfere with meaning and understanding.

5. What is the structure of the exam

The entire exam consists of four parts. All four parts are based on actual transcripts or other court documents and simulate, in many respects, actual court interpreting. The four parts of the exam are:

- ❑ Sight translation of a document written in English interpreted orally into the target language
- ❑ Sight translation of a document written in the target language interpreted into oral English
- ❑ Consecutive interpreting from English into the target language and from the target language into English
- ❑ Simultaneous interpreting from English into the target language

5.1 Sight translation: English to target language

This part of the test simulates an interpreter reading an English document aloud to a non-English-speaking person. The document is about 225 words in length. After instructions are given, the examinee is allowed six minutes to complete this portion of the exam.

¹See for example, William E. Hewitt, Court Interpretation: Model Guidelines for Policy and Practice in the State Courts (National Center For State Courts, 1995), Chapter 3, "Job Analysis and Position Descriptions for Professional Court Interpreters." Available online: http://www.ncsconline.org/wc/publications/res_CtInte_Pub.pdf

5.2 Sight translation: target language to English

This part of the test simulates an interpreter reading a non-English language document aloud to an English-speaking person. This document is also about 225 words in length. After instructions are given, the examinee is allowed six minutes to complete this portion of the exam.

5.3 Consecutive interpreting

This is the appropriate form of interpreting for non-English speaking witnesses, and other question and answer situations involving non-English speaking persons. During this portion of the test, the interpreter interprets English language questions (segments) into the foreign language and foreign language answers (segments) into English. Although the consecutive portion of the examination usually follows the format of “question – answer – question – answer,” there may be times when the cadence changes.

The examinee may ask to have two of the test segments repeated. The consecutive portion is administered by having a test proctor play the recorded courtroom simulation on a CD player.

5.4 Simultaneous interpreting

Simultaneous interpreting is the appropriate mode of interpreting for many situations interpreters encounter in the courtroom, for example, interpreting for defendants during procedural hearings and trials. This part of the exam consists of a CD recording of a simulated attorney’s opening or closing statement to a judge or jury. It is approximately 800 to 850 words in length, is recorded at an approximate speed of 120 words per minute, and is about seven minutes long. One hundred and twenty words per minute is *much slower* than most ordinary courtroom speech. Most of the passage is monologue speech by one voice, representing an attorney. A brief section of colloquy by voices representing the judge, other attorneys, or a witness may be included in addition to the monologue.

During this portion of the exam, the examinee listens to the prerecorded English passage through earphones and, while listening, interprets aloud into the non-English language. The candidate’s interpretation is recorded on a tape recorder for later review and scoring by the test examiners. This part of the examination takes approximately ten minutes, including instructions and preparation.

6. Test rating and scoring

Each exam will be assessed in two ways: 1) by the number of *scoring units* interpreted correctly and 2) by an overall non scoring-unit evaluation.

6.1 Scoring units

Scoring units are particular words and phrases that are selected to represent various features of language that interpreters encounter in their work, and that they must render accurately and completely, without altering the meaning or style of speech. The examiners determine whether those scoring units are interpreted correctly or

incorrectly. When interpreting into the non-English language, the examiners will consider correct any rendering that would be acceptable in *any appropriate spoken variety of the non-English language*.

It is important for examinees to understand that when the test is prepared, test reviewers try to make sure that the test does not include words or phrases that are used in a way that is peculiar to a particular country or region.

The types of scoring units that are scattered throughout the test include the following:

- Grammar--words or phrases that might be interpreted incorrectly due to an inadequate command of grammar
- False cognates—words that sound or look alike in both languages, but that have different meanings
- General vocabulary—a range of nouns, verbs, adjectives, etc.
- Technical vocabulary—special terminology frequently encountered in court contexts, such as common legal terms
- Idioms and expressions—words or phrases in the source language which will usually result in lost meaning or nonsense if they are interpreted word-for-word into the target language
- Numbers, names, dates—these must be accurately preserved during the interpretation
- Modifiers, emphasis—adjective, adverbs, exclamations, etc. in the source language that must be accurately preserved in the target language
- Register/style—words or phrases characteristic of a style of speech (formal, casual, informal) that must be preserved in the interpretation, for example, “yeah” and “yes” mean the same, but make a different impression on the listener
- Position and special function—words or phrases that might be overlooked or left out because of their position in the sentence, such as embedded phrases or tag-ons, or because they are “fillers,” such as false starts, stalls, etc., and
- Slang/Colloquialisms—words or phrases that are slang or colloquial language.

6.1.1 How many scoring units must a candidate get right to pass the exam?

Each portion of the exam has a fixed number of scoring units. There are 75 scoring units in the simultaneous, 75 or 90 units in the consecutive (depending upon what version of a test is used), and 25 units in each of the sights, for a total of 50 units that are used to calculate the score for the sight translation portion of the exam. The candidate must score at least a 70% on each of the three scorable parts of the test in order to pass.

6.1.2 How do the test raters (examiners) determine if a scoring unit is rated “correct” or “incorrect?”

Each candidate’s test is reviewed by two raters. The raters independently score each scoring unit, and then compare their scores. When a scoring unit is omitted or rendered incorrectly, the raters will place an “X” over that scoring unit (for example, if the scoring unit is June 16, 2004 and the examinee said June 15, 2004, that scoring unit will be marked as “incorrect”). When there is disagreement between the raters about the interpretation of a scoring unit, the raters consult a *scoring dictionary*. The *scoring*

dictionary includes a compilation of interpretations for that scoring unit that have been deemed “acceptable” or “unacceptable” by other teams of raters in the past. If the *scoring dictionary* does not adequately address the disagreement, the raters will turn to reputable bilingual dictionaries and other resources to see if the interpretation would be acceptable in any country where the language is spoken. When there is disagreement that cannot be resolved through discussion or by consulting the *scoring dictionary* or published resources, a third opinion may be sought. The benefit of any doubt always goes to the candidate. In other words, if after discussion and research, just one rater believes a scoring unit is interpreted correctly, the unit is marked as “correct.”

Once the raters have rated and discussed an examination, they count the number of incorrect scoring units and subtract that sum from the total number of scoring units in that section of the test. The result is the total number of correct scoring units. The total number of correct scoring units and that number, expressed as a percentage, is reported to the examinee. For example, if a candidate had 15 scoring units out of a possible of 75 marked as “incorrect,” that number would be subtracted from the total number of scoring units, leaving 60 scoring units as “correct.” The report to the examinee would illustrate 60 correct scoring units, and the percentage score (in this example, 60 divided by 75, or 80%).

6.2 Non-scoring unit evaluation

In addition to the evaluation of a candidate’s scoring unit assessment, each section of the exam is further evaluated in a general way by the test raters for consistency in interpreting and language skills. This is a structured assessment of interpreting and language skills that may not be captured within the framework of the scoring unit assessment. It will be used to evaluate any consistently repeated mistakes, difficulty understanding a candidate due to speech habits or accent, and significant changes in meaning in non-scoring unit phrases of the exam. For example, on rare occasions, an examinee may “hit” the correct interpretation of scoring units enough times to achieve the minimum acceptable score in an exam section (70% or better), while routinely misinterpreting the entire unit of meaning within which the scoring unit has occurred. Examinees may also manage to correctly interpret many keywords, but frequently embellish the text or “make-up” words. These are serious breaches of professional conduct and may result in an unacceptable rating on that dimension of the evaluation. The non-keyword (non-scoring unit) evaluation functions as a corrective measure of the quantitative performance criteria associated with the point score earned through interpretation of the scoring units.

Using this evaluation, the test raters will assign one of three values to the candidate’s performance on each of three dimensions—English Language Skills, Foreign Language Skills and Interpreting Skills. The values are *Acceptable*, *Borderline*, and *Unacceptable*.

Assignment of an *Acceptable* score occurs when the raters believe that the examinee’s overall performance is competent or better. In such circumstances, the

scoring unit scoring will determine whether the examinee achieves the “pass” or “does not pass” status on the exam.

A *Borderline* classification is an indication to the examinee that his/her performance on the exam demonstrated weaknesses that concerned the raters. This rating does not influence the objective (scoring unit) score, so a candidate will not fail if a *borderline* rating is received and the candidate passes on the point score.

Examiners will assign an *Unacceptable* rating to performances that clearly do not meet minimum standards for court interpreting. Usually, *Unacceptable* ratings are matched by scoring unit scores that do not meet the minimum standards for passing the test. However, if an *Unacceptable* rating is given on a dimension of the non-keyword scoring system, it forces the assignment of a “fail” status, even if the point score is in the passing range. The procedure followed in such cases is that if both raters agree on an *Unacceptable* rating for any of the three categories, and the candidate’s overall scoring unit score would otherwise entitle the candidate to pass the test, then the candidate’s examination will automatically be referred to a second rating team. If the second rating team agrees with the *Unacceptable* rating, then the candidate will not qualify for a “pass” status on the exam, regardless of the score on the scoring unit assessment, and the results report will be returned with a “does not pass” classification.

7. Oral Examination Specifics

The following information describes the registration process and what to expect on the date of your examination.

7.1 Application

Candidates who passed the written examination with a score of 70% or better are invited to register for and take the oral examination. Notice of the oral examination will be sent to the candidate’s home via mail and will be posted on the Washington Courts website. The fee for the examination must be paid in full at the time of registration. You will need to provide your social security number at the time of registration for purposes of tracking what version of oral exam you are given. Social security numbers are kept strictly confidential by the AOC and National Center for State Courts (who distributes proper version of exams to all registered candidates). All registration is managed by Bellevue Community College.

Upon proper registration through Bellevue Community College, you will receive confirmation and notice of the testing location, test date, and specific time of your appointment. To take the test, you must show up on time and be prepared to confirm your registration information and your identity with photo identification that matches your registration form. *If you do not have a photo identification, you should make advance arrangements with the test coordinator from whom you received your registration form to agree on some other form of acceptable positive identification.*

7.2 Exam Day

As noted above, you must appear on time at the test site with your identification and test registration confirmation forms. You will check in for your test appointment at the registration desk at which time your identity and appointment are confirmed. Please report to registration as soon as you arrive. After confirming your registration and completing the paperwork required to process your exam, you will be asked to take a seat in a waiting area until a test administrator calls your name. Examinees will be taken to the test room in the order they arrive. Appointments are generally made on a staggered schedule to limit the total sign in, waiting, and test time to no more than one hour. Generally, you can expect to complete the entire process in 60 minutes or less.

When your name is called, you will be escorted to the test room by a proctor. *You will not be allowed to bring any purses, handbags, or other similar personal belongings that have not been opened and examined into the test room. Tape recorders or any other mechanical devices will not be allowed inside the test room.* After you are seated, the proctor will give you further detailed instructions before the exam begins. You should behave as you would if you were working in court.

8. What will the examination room look like?

The exam is given in a small meeting room. Only you and the test administrator(s) will be present in the room during the exam. Your consent is required for observers to be present.

The administrator/proctor will have a list of individuals to be tested that day and a "script" that he or she will follow to read the instructions. All examinees are given exactly the same instructions. At your seat, there will be water, a note pad, and pencils and pens for you to take notes if you wish. On the table, there will be one Compact Disk player and an audio cassette tape recorder. There will also be an extra tape recorder used as a back up in case errors occur with the original recording. The tape recorder will record your test and will be turned on as soon as you enter the room. The CD player will be used to play the pre-recorded simultaneous and consecutive portions of the test.

9. What happens once I'm in the examination room?

The following descriptions apply to the specific parts of the exam.

9.1 Sight:

First, the test administrator will hand you a document, written in English, which you must interpret into the target language. After that exercise is completed, the test administrator will hand you a second document, written in the foreign language, which you will interpret into English. You are given six minutes to read and interpret each document. The administrator will inform you that you have two minutes to read the document to yourself to gain a perspective of the contents and the overall meaning. Although you can begin your interpretation at any time, you are encouraged to use that time to familiarize yourself with the document and take notes if it will help you in your delivery. If you haven't begun to interpret the contents after two minutes, the test

administrator will tell you that “you should begin.” At that point, you have four minutes remaining to orally translate the document. This procedure is identical for both documents. The goal is to render an accurate rendition of the document in a fluid, smooth manner, avoiding hesitations, false starts, and constant repeats of passages that detract from the listener’s ability to comprehend the message.

9.2 Consecutive:

The consecutive portion of the exam will be played on a Compact Disk player. The test administrator will play a segment of the test and then pause the machine. At the pause, you will interpret what was said into the other language. For example, if the segment represents an attorney asking a question in English, at the pause, you will interpret that question into the foreign language. The administrator will then play the next segment and pause. Again, you will interpret what was said into the other language. For example, if the segment is the witness answering in the foreign language, at the pause, you will interpret that answer into English.

You will be allowed to ask for two repetitions during the consecutive portion of the exam. The segments will vary in length from one word to over forty words. You may not ask for a *part* of a segment to be repeated or for a segment to be split into two separate utterances. If you ask for a repetition, the whole segment will be repeated for you (this can only occur twice during this portion of the exam). You may not ask for clarification of any particular word or phrase.

You are encouraged to take notes to assist your memory. It is in your best interest to keep up with the pace of the segments since you will be allowed 22 minutes to complete this portion of the exam. If you take long, detailed notes, try to write everything that was said before you begin your interpretation, or if you deliver more than one rendition of your interpretation of utterances, you are likely to run out of time. If you run out of time, all of the scoring units from the point where you ran out of time to the end of the consecutive portion will be counted as incorrect.

9.3 Simultaneous:

The simultaneous passage has been pre-recorded on a CD. After a brief introduction by the test proctor, you will put on a set of earphones. You will hear a brief introductory message on the CD before the simultaneous portion begins. As you listen to the introduction, you will have the chance to make sure the earphones fit comfortably and to adjust the volume. Then, when the test begins, you will interpret out loud and simultaneously everything that is said into the non-English language. You may sit or stand during the test. However, if you choose to stand, you speak loudly and clearly so that your interpretation is recorded adequately, and bear in mind that your movement will be restricted by the length of the earphone wires. Once the simultaneous portion of the exam begins, you are not permitted to stop the exam. If you stop during the simultaneous portion, that will terminate the exam. At that point, all scoring units that follow will be counted as wrong. Once the simultaneous portion of the test is over, you will be permitted to take off the earphones.

10. After the exam

After the exam, you will be escorted back to the registration area to collect any materials you brought with you. You are not allowed to discuss the exam with any other candidate. One of the sign-in requirements is that you sign an oath, promising not to divulge any information about specific language or test items to any other person after you complete the examination.

11. Notification of exam results

You will be notified by mail of your exam results, which may take up to 3 months. Your test tapes, test scores, and test-rating sheet will be confidential. Only the test administrators, test raters, and staff at the National Center for State Courts will have access to these materials. The summary results – whether you pass or do not pass the test – are matters of public record and may be reported in response to any inquiry. The details about your scores may be provided to an official representative of another Consortium member state upon request, and may be provided to others if you submit a written request for that information to be released.

12. Who scores the exam?

In most states, the exam is scored by teams of two interpreters who have themselves taken and passed a similar certification test, or, in the case of newly developed examinations, are academic experts who have participated in the development of a test and who have been trained in the theory and practice of scoring Consortium examinations. Raters receive specific training and usually have experience in test administration and test scoring. All members of the teams are evaluated carefully to assure that they follow the testing standards established for the examination process.

13. Suggested “do's and don'ts” during the examination

There are several tips that will be helpful to you if you keep them in mind while you are taking the examination. Please study the following suggestions carefully.

13.1 DO

- Perform throughout all parts of the oral exam as though you were interpreting in a courtroom. The only times you should go out of this role is between exam sections.
- Concentrate on the source language and your rendition as you go through the various parts of the test.
- Try to interpret any words or phrases that may be unfamiliar to you, as long as you can make an educated guess about the meaning from the context given to you in the passage.
- *Stick with it* in the simultaneous. If you find yourself getting frustrated, or feeling that you are unable to keep up, pause for a second or two to regain your composure and then keep trying! (Remember that you cannot ask the proctor to stop the exam and then start over.)
- During the consecutive portion, use the same grammar “person” that is employed by a speaker. For example, if the witness says in the foreign language the

equivalent of "My name is Teresita Salazar," the proper interpretation into English would be, "My name is Teresita Salazar," NOT, "She says her name is Teresita Salazar."

- Conserve the intent, tone, and language level of the source messages you interpret. *If you encounter any impolite words or phrases, slang, or obscene language, interpret them as closely as possible into the target language just as they sound in the source language.* Do not attempt to clean up or change the language of any speaker.

13.2 DON'T

- Guess wildly the meaning of a word or phrase that you don't know.
- Allow yourself to get frustrated when you don't know how to interpret a word or phrase. Skip it and keep going.
- Give a string of synonyms for a given word or several interpretations for a particular phrase. If you do this, only the last synonym or phrase you render will be graded, even if you said it correctly on the first try.

Appendix 1

SUGGESTIONS FOR PREPARING FOR THE TEST²

Sight Translations:

Take any written materials (for example, newspaper and magazine articles, letters, books, birth certificates, etc.) and, speaking into a tape recorder, perform sight translations. Evaluate your rendition against the source material. Practice on a variety of subjects and vary the type of material that you use. Continue practicing until you are able to comfortably translate at least 225 words accurately within a six-minute period.

Consecutive Interpretation:

Practice your ability to repeat sentences and paragraphs of varying lengths, from one to fifty words. You are likely to find a number of sources for practice materials. For example, your local clerk's office may be willing to let you have draft copies of actual transcripts, or you may find practice materials on the World Wide Web. If necessary, you can ask friends and family members to create samples of "question and answer" formatted transcripts. Say a segment aloud in the source language (or have a friend or family member read the segment aloud for you), then interpret that segment into the target language. Be sure to vary the lengths of the utterances and practice until you are able, with the use of notes if you are trained in note taking skills, to interpret long passages.

For many interpreters, note taking is extremely beneficial in all modes of interpretation, but especially in the consecutive mode. If you find that you benefit from note taking, develop an efficient note taking system in order to remember relevant names, dates, places, and figures. It is often essential to develop this skill under the direction of an experienced interpreter or teacher. However, the skill you develop will be your own personal method of note taking. Notes might be recorded in the form of simple outlines, charges, diagrams, or graphs. Listing information in the form of a diagram might be helpful while interpreting at a trial during which a particular scenario is repeatedly mentioned. An effective note taking system allows you to concentrate on the ideas and concepts contained in the message, not on taking the notes. It is important to adopt a strategy or strategies that work best for you.

Practice consecutive interpretation until you are able to accurately interpret transcripts that are 850 to 900 words in length, with varying lengths of utterances, within a 20- to 22-minute period.

² Most of the information in this section is adapted from FUNDAMENTALS OF COURT INTERPRETATION: THEORY, POLICY, AND PRACTICE by Roseann Duenas Gonzalez, Victoria Vasquez, and Holly Mikkelsen. It is available from Carolina Academic Press, 700 Kent Street, Durham, NC 27701; 919-489-7486, Fax 919-493-5668.

Simultaneous

Before the exam, practice your ability to listen through earphones and interpret aloud as you listen. Practicing silently is not as effective as practicing *aloud*. Being very comfortable with earphones and listening to a reader while interpreting aloud is important.

You should practice in front of other people so that you become comfortable with someone else being in the room, listening to your interpretation. It doesn't matter if the other person is bilingual or not – the goal is to be accustomed to having someone else listening.

Attend as many different kinds of court proceedings as possible. While you listen, render them silently to yourself simultaneously with the speaker. When you run into a word or phrase that you cannot interpret, make a note of it. When you return home, look up those words and phrases to determine their meaning and the appropriate interpretation of them.

Use television and radio broadcasts as interpreting materials. Interpret them aloud while you are performing another activity simultaneously.

Practice will help you avoid being startled or “paralyzed” by what you don't know or a word you cannot remember. If you become “paralyzed” during the simultaneous portion of the exam, you will miss much of the incoming message.

Shadowing

Shadowing is a basic exercise that will help you strengthen your simultaneous skills. It familiarizes the interpreter with performing two tasks simultaneously.

To practice:

- Have someone record varied paragraph-length passages in English and in the target language into a tape recorder.
- Listen to a passage. Then play it again and repeat everything you hear in the same language, staying as close to the speaker as possible.
- Listen to the passage again, repeating it in the source language.

When you reach a point where this exercise is somewhat “easy” for you, increase your capacity by repeating the exercise and writing the numbers 1 through 100 at the same time.

When that becomes “easy” for you, repeat the exercises and simultaneously write the numbers 100 to 1 backwards. With progress, complete the following exercises:

- Repeat the exercise and simultaneously write 1-100 by 5's.
- Repeat the exercise and simultaneously write 1-100 by 3's.
- Repeat the exercise and simultaneously write out a poem you know from memory.

- Repeat the exercise and simultaneously write anything committed to memory such as the Pledge of Allegiance or the Preamble to the Constitution, or the names and telephone numbers of your family and friends.

These techniques are excellent for stretching your ability to *multi-task*. Multi-tasking is an essential part of interpreting and repeatedly trying these exercises will essentially provide exercise for your brain.

Other exercises:

Since effective court interpreting requires accuracy and speed, it is essential that you enhance your listening and concentration capabilities.

Listening: Practice your ability to listen through earphones and other mechanical devices.

Listening: Listen carefully to the meaning and concept of the communication rather than the separate words. You can practice critical listening any where at any time.

Concentration: Learn to concentrate on what is being communicated by the person for whom you are interpreting. Only concentrate on the actual communication without being distracted by external factors such as physical appearance, gestures, etc. Interpretation relies on how well the interpreter understands a message.

Understanding a message requires *intellectual listening*, that is, *listening for ideas*. An interpreter must listen to a message and simultaneously classify the information in the message into a *hierarchy*. An interpreter makes instantaneous decisions about which ideas are central and which are supporting or minor. The following is an exercise that may help build this skill:

- Have someone record several passages of approximately 15 words in English.
- Choose texts representing a variety of areas (a newspaper report about a local crime, a scientific report of the results of research, a passage from a book, etc.).
- Then listen to each passage without taking notes. Turn off the recorder. Write down the main idea of the passage. (For example: "Language interpreting performance tests are oral tests designed to determine whether candidates possess the minimum levels of language knowledge and interpreting skills required to perform competently during court proceedings." Main idea of the passage: oral interpreting tests determine if one has the minimal level of skill required to interpret in the courts.)
- Continue this procedure with all the passages.
- Then listen to each passage again, confirming that the main idea you recorded was, indeed, the main idea of the passage.
- Listen to the passage again.
- Turn off the recorder.
- Note additional specific information to support the main idea you had originally taken down. (For example: performance exams are oral tests that determine if

one has the language knowledge and interpreting skills required to interpret in the courts.)

- Continue the procedure, taking notes and adding to the information until you have written a complete summary for each passage.

You should practice your skills and do exercises with another person or a small group of people in order to receive immediate and constant feedback. Practicing with others is a great way to increase your vocabulary and to be aware when more than one interpretation is accurate and acceptable. All of the exercises mentioned in this section and those that are suggested to you at training sessions are more beneficial with some inter-activity.

Appendix 2

Lists of Resources Available to help you increase your interpreting skills

List reproduced from National Center for State Courts website
www.ncsconline.org)

ACEBO materials: see www.acebo.com

Crooker, Constance Emerson, *The Art of Legal interpretation: A Guide for Court Interpreters*, Portland State University, Continuing Education Press (Portland, OR: 1996)

De Jongh, Elena M. **“An Introduction to Court Interpreting: Theory and Practice.”** Lanham, MD: University Press of America. (1992)

Edwards, Alicia B. **“The Practice of Court Interpreting.”** Philadelphia, PA: John Benjamin Publishing Co., 1995. (KF 8725 E39 1995)

Hewitt, William E., *Court Interpretation: Model Guides for Policy and Practice in the State Courts*, National Center for State Courts (Williamsburg, VA: 1995)

Chapter 2 “Interpreting Terminology”

Chapter 3 “Job Analysis and Position Descriptions for Professional Court Interpreters” – A short but detailed description of qualifications, knowledge, skills, and abilities of professional interpreters

Chapter 9 “Model Code of Professional Responsibility for Interpreters in the Judiciary”

Judicial Council of California, Administrative Office of the Courts, *Professional Ethics and the Role of the Court Interpreter*, 3rd Edition, www.courtinfo.ca.gov

Mikkelson, Holly. **“Volume 4: Legal Translation Explained.”** Manchester, UK: St. Jerome Publishing. (June 2001)

Mikkelson, Holly. **“Volume 1: Introduction to Court Interpretation.”** Manchester, UK: St. Jerome Publishing. (June 2000)

Festinger, Nancy. **“When is a Team not a Team?”** Proteus, 8:3-4 (1999)

Mikkelson, Holly. **“On the Horns of a Dilemma: Accuracy vs. Brevity in the Use of Legal Terms by Court Interpreters.”** ACEBO website.

Orrantia, Dagoberto. **“Immigration Court Terminology.”** Proteus, 6:4, (1997)

Gonzalez, Rosanne D, Victoria F. Vasquez, and Holly Mikkelson. "Fundamentals of Court Interpretation: Theory, Policy, and Practice." Durham, NC: Carolina Academic Press, 1991. (KF8807 G66 1991)

"Court Interpreter Job Descriptions." NCSC Job Description Database.

"Professional Ethics & the Role of the Court Interpreter." San Francisco, CA: California Judicial Council, 1994. (KFC 985 T7 P76)

Benmaman, Virginia, Norma C. Connolly, and Scott Robert Loos. **"Bilingual Dictionary of Criminal Justice Terms."** (English/Spanish), 2nd Edition. Longwood, FL: Gould Publications, Inc., 1991. (K52 S6 B45 1991B)

"Code of Professional Conduct for Court Interpreters of the Trial Court." Massachusetts Trial Court, Office of the Chief Administrative Justice, 1988. (KFM2926 T7 C63)

Morris, Ruth. **"The Gum Syndrome: Predicaments in Court Interpreting."** Forensic Linguistics, 6:1 (1999): 6-29

Jackman, Tom. **"Improving Translation in Court."** Washington Post. (February 25, 1999):6.

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